2261 Engl. Per C697N Duke University Library v.14-15, 1952/53 JAN 18 1952 Durham, N.C. Not Per.

THE CEA CRITIC

Formerly THE NEWS LETTER of the College English Association

Vol. XIV—No. 1 Published at Amherst, Mass., Editorial Office, University of Massachusetts, Amherst, Mass. January, 1952

Linguistic Geography and Freshman English

Every autumn approximately half a million students enter the colleges and universities of the country. Virtually all of them are required to take a course in freshman English. Over a ten-year period their number mounts to a total of five or six million. Year in and year out several thousand instructors in English devote most of their time to teaching these students.

In one sense this is a thumbnail sketch of the most amazing linguistic enterprise in the history of the civilized world. Varied as are the aims and outlines of freshman English the country over, the hundreds of courses which fall into this category have one element in common: they seek to give the individual student a mastery of standard American English as a medium of communication. Never before has any educational system committed itself to the teaching of a national standard, that is to say a prestige dialect, on so vast a scale.

This common aim poses certain problems. First, it is still true that many high school and college students come from homes where standard English is not habitually spoken or written. For these, this phase of the English program of school and college means that the individual student must be trained to forego his habitual use of certain language features characteristic of the regional and social dialects of English and to substitute for these, features of that prestige dialect which we call Standard English.

At the same time we must recognize that this so-called Standard English is not absolutely identical the country over, although most college handbooks and rhetorics are blandly written upon the assumption that it is. To select just a single instance, the use of *for* in "I would like for you to write me a letter," is characteristic of cultivated speech and writing over large parts of the South and totally absent from most other sections of the country, yet college textbooks often quite unreasonably legislate against this particular construction. I recall very vividly my own bewilderment when, as an undergraduate, I read in the textbook we used in those days that the use of *taken* as an active past-tense form — *I taken it* — was one of the worst errors that anyone could make. As I learned much later, this statement undoubtedly made a great deal of sense to students in some parts of the country, but to my classmates and me, with our particular regional linguistic background, it was wholly meaningless. We simply couldn't imagine anyone's doing it.

The situation is similar, if not even more aggravated, in the speech field with respect to matters of pronunciation. I say more aggravated because a good many manuals of speech are written from a more rigid, authoritarian point of view than are the best handbooks of composition. For example, when even a usually careful and competent phonetician applies the label "substandard" to the voiced *t* in better, the diphthongal pronunciation of the vowel in *bird*, the *w* of *somewhat*, and the voiceless initial fricative of *thither*, one feels the need of a body of objective fact to put these impressionistic judgments to the test. We have only to remember that even today, all candidates for teaching positions in New York City must demonstrate by examination that they have mastered the south-eastern British — so-called Received Standard — pronunciations recorded in Daniel Jones's *Pronouncing Dictionary of the English Language*, for which the editor claims no validity whatsoever outside of the particular area from which they were gathered.

The problem then becomes one of securing authoritative data about standard American English, as it exists in various parts of the country. One source of such data is to be found in the materials which have been collected for the Linguistic Atlas of the United States and Canada. At present this consists of the published *Linguistic Atlas of New England*, the completely collected field records of the Linguistic Atlas of the South-Atlantic States and of the Linguistic Atlas of the Middle Atlantic States, together with the fragmentary materials of at least four other linguistic atlas projects in various stages of completion throughout the country.

There is no question that these materials, even in their present incomplete state, present a more complete body of carefully gathered information concerning pronunciation than the most authoritative dictionaries are based on today. The second edition — still the current one — of *Webster's New International Dictionary* employed 104 consultants on pronunciation, and subsequent analysis showed these to be very unevenly distributed throughout the country. The cultured informants represented in the three coastal atlases alone comprise more than half again that number. When the country is completely covered, there will undoubtedly be from two to three times as many. Moreover, the atlas will contain affirmative evidence of substandard speech in quantity. That is to say, the evidence will be there and will not have to be guessed at negatively in terms of whatever does not happen to be known to, or habitually used by, the author or lexicographer. Finally, the wide variety of pronunciation characteristic of the cultured informants should serve to check some of the excessive dogmatism found in speech classes.

With respect to problems of vocabulary, morphology, and syntax the situation is much the same. Any examination of a dozen or more college textbooks in composition will demonstrate that in large measure the authors of these books have copied one another as assiduously as have the lexicographers. Or even if they have gone to the current factual sources of the language on many moot points, what help can they expect to get? A dictionary label of "colloquial" or a classification of "popular English" in a standard work on syntax is, after all, just another man's subjective judgment, often based upon somewhat meager evidence. It is reasonable to maintain that the selective sampling technique employed by the atlases and the sheer mass of evidence they have collected impart a greater validity to their findings than most collections of fact relative to current use of the language.

Early in 1951 a minor furore was created in one of the pedagogical journals when someone insisted that the apparent relaxation of standards in English grammars and handbooks over the past quarter-century could be accounted for by the fact that the linguistic habits of the freshmen were influencing, and indeed overcoming, those of the instructors. This somewhat startling conclusion was purportedly based upon a comparison covering twenty points of form and syntax between the 1949 Norman Lewis survey of the language of college professors, editors, lexicographers, authors, etc., and a presumably similar survey of the usage of a group of freshmen.

What the author of the article overlooked, and what so far few of his critics have pointed out, was that the instructions given to the two groups differed so radically that the results of the surveys simply did not admit of a valid comparison. To make his point, the author might much more profitably have consulted the atlas materials for the normal usage of the cultured informants. Had he done so, however, his point might well have vanished, for a spot check of one or two items considered in the study shows the cultured informants closer to the reported usage of the freshmen than to the so-called authorities consulted by Mr. Lewis.

There is still another way in which atlas findings can be of considerable service. In our attempt to assure our students, on the secondary as well as the college level, of a habitual command of standard English equal to the demands of any situation in which their abilities may place them, we must operate with a high degree of efficiency. Language habits are formed only by dint of constant repetition. Even in the twelve or sixteen years of schooling through the high school and college levels, the number of new habits which can be formed and of the old ones which may be eradicated is not too great. This calls for a highly judicious selection of the particular language features to be attacked and replaced by new habits. It demands careful curriculum planning.

We know now that it can no longer be assumed that all substandard forms and syntactical patterns are alike the country over. Professor E. Bagby Atwood, of the University of Texas, in analyzing the field records of the three coastal atlases, has found sharp lines of demarcation in the inflectional forms of folk speech. The same is also true with such syntactical matters as the choice of preposition in "sick (to) (at) or (in) one's stomach. If it is decided that there is enough prejudice against, or social stigma connected with *sick to his stomach* to make the substitution of *at* a justifiable item somewhere in the language curriculum, in those areas where *sick at his stomach* is the characteristic folk form, this item may be safely omitted. It does not constitute a problem. The same conclusion will apply to *all the farther*, *dog-bit* as a past participle, or *taken* as a past-tense form. Atlas results merit the attention of those who are charged with framing courses of English instruction at virtually all levels of schooling.

There are, of course, many broader implications of the splendid work that has been done and that which is now under way in determining the regional features of American English. My only purpose here is to suggest that since so many of us are concerned with the teaching of the English language on a practical level, the work of the linguistic geographer is by no means merely a remote endeavor, presenting a few research scholars with an opportunity to demonstrate their virtuosity, but rather an activity that can touch intimately and affect profoundly our everyday classroom practices.

ALBERT H. MARCKWARDT
University of Michigan
Ann Arbor, Mich.

(Given at RMMLA Conference, University of Colorado, Boulder, Oct. 19, 1951)

Nor Wind Nor Cold

About a hundred fifty sourdoughs braved wind, cold, and suicidal rush-hour travel to be in at the kill. Our national meeting, Dec. 27, was only a mile from the MLA sessions, but for those who, like John Virtue, mushed it, it seemed the last mile. Once the filet mignon was served, grumblings stopped. CEA veterans called it a bang-up festive fray. Plenty of fine food at $2.75 per dinner . . . plenty of fireworks by Bob Hall, Ken Knickerbocker, Harry Warfel, and Don Lloyd—for free . . . expert control by Al Marckwardt, who touched off the pyrotechnics and made the pieces travel true . . . unscheduled hog calling by Bob Fitzhugh . . . plain talk that packed a punch by Ray Howes . . . plenty of horse sense and chuck wagon humor by MC. Levette Davidson.—A unanimous vote of thanks to our Wayne hosts, Harold Basilius and John F. Ebelke; to our local CEA committee chairman, Leslie Hanawalt, and to Isabel Graham, Don Lloyd and Dayle Wallace. As for Norma Goldman and Asta MacDonald — what would we have done without them!

THE CEA CRITIC

Published at Amherst, Mass.

Editor
MAXWELL H. GOLDBERG

Editors Emeritus
BURGES JOHNSON
ROBERT T. FITZHUGH

Published Monthly, September through May

COLLEGE ENGLISH ASSOCIATION

President
ROBERT T. FITZHUGH
Brooklyn College

Vice-Presidents
JOSEPH WARREN BEACH
Minneapolis, Minn.
RUSSELL NOYES
Indiana University

Treasurer
LEONE A. BARRON
Amherst, Mass.

Executive Secretary
MAXWELL H. GOLDBERG
University of Massachusetts
Amherst, Mass.

Director, Bureau of Appointments
ALBERT MADEIRA
University of Massachusetts
Amherst, Mass.

Administrative Secretary
(Mrs.) Rhoda Honigberg

Directors

Edward Davison, New York City, New York
T. M. Pearce, U. of New Mexico
John Holmes, Tufts College
Ernest E. Leisy, Southern Methodist U.
Odell Shepard, Waterford, Connecticut
Andrew J. Walker, Georgia School of Technology
Gordon Keith Chalmers, Kenyon College
Thomas F. Marshall, Western Maryland College
Joseph A. Giddings South Dakota State College

(All official mail c|o College English Association, 11 Old Chapel, University of Massachusetts, Amherst, Mass.)

Annual Subscription, $1.50

Re-entered as second-class matter January 9, 1950, at the post office, Amherst, Mass., under the Act of August 24, 1912.
Entire issue, copyright 1952 by the College English Association

CONTENTS

Linguistic Geography and Freshman English p. 1
ALBERT H. MARCKWARDT
Who Would Have Thought? p. 2
EDWARD FOSTER
English and the Humanities Program at MIT p. 2
HOWARD R. BARTLETT
John Donne at Jones Beach p. 2
The Noblest Monument
A. C. HOWELL
The Bible without Backbone p. 3
MARSHALL W. FISHWICK
Corporate Support for Liberal Arts p. 3
IRVING S. OLDS
I've Been Reading p. 4
J. GORDON EAKER, ed. (Reviews by Frederick Gwynn and Robert Stockwell)
Dangerous Duties p. 5
BRUCE DEARING
English in a Community College p. 5
CHARLES RANOUS
Books on the English Language p. 6
DONALD J. LLOYD
Literature as General Education for Sophomores p. 7
EDWARD FOSTER, ed.—Paul Haines, Edgar E. Stanton, Frederick W. Conner, Nathan C. Starr
Alternative Openings for College English Teachers p. 8

Who Would Have Thought?

"Double or Quits"—that was the title of an address by Dr. Stanley Pargellis, Librarian of the Newberry Library, Chicago, at the General Meeting of the Modern Language Association at Detroit's Hotel Statler, December 28.

This distinguished historian turned the shafts of his wit upon the dogma of publication as the sole criterion for academic advancement and upon nearly all of the fashionable schools of scholarship and criticism. He recommended a close alliance between the literary and the general historian and deplored the vast waste of talent in our current gestures toward publication. Harder play for higher stakes—less writing and better writing—seemed to be the gist of Dr. Pargellis' thought.

The scholar and critic, Harlan Hatcher, now President of the University of Michigan, spoke of literature as a "pure flame," underlining our function as interpreters. Like Dr. Pargellis, he attacked much of our published writing and urged us to think more highly of our teaching rôle. He praised the great lecturers of an earlier generation—Bliss Perry, William Lyon Phelps, and John Erskine.

"Our Ph.D's—Where Do They Go from Here?" was the subject of the address by Professor Warner G. Rice of the University of Michigan. Citing the 450 doctors who earned degrees in 1950 and the 650 of 1951, he said that few will obtain appointments for which they are trained. Prepared to teach English majors and graduate students, they will be giving courses in communication, world literature, and the humanities. Their jobs will necessarily be in institutions which are now expanding—teachers' colleges, junior colleges, community colleges, institutions in which "English" as general education is presented in the courses mentioned. Even those who find themselves in universities will have trouble with their assignments because they will be ministering chiefly to freshmen and sophomores.

It is high time, Professor Rice said, for us to put aside our defensive attitude in the presence of general education, to move into the main stream. Courses in communication and in the humanities are here to stay; the college English professor must be ready to teach them. He also needs specific training in pedagogy. Essentially, Dr. Rice was demanding a striking modification of the doctorate. He was saying that the Ph.D. and the English Department will have nowhere to go unless they are flexible enough to move with the times.

Readers who are still with me may be suspecting a blunder. Is this the report of the MLA meeting or of the CEA dinner? Are not these precisely the ideas which might have been suggested to one who pondered the meaning of Professor Goldberg's fourth column, "Splintering Tendencies," page 1, of the December, 1951, *CEA Critic?*

The confusion is understandable, but this is a report of the superb General Meeting of the Modern Language Association, arranged presumably by its chairman, Professor Jay B. Hubbell, Vice President of the Association. One hesitates to use for it such a flaunting term as *revolution*, especially since there can be no certainty now that MLA intends to spell out the implications of the addresses. One can say more cautiously that a new awareness of the educational facts has been working for several years within this august organization and that we are now beginning to feel its impact. Does it not promise an even more fruitful relationship between CEA and MLA than has existed in the past?

Lady Macbeth said, "Who would have thought the old man to have had so much blood in him?"

EDWARD FOSTER
Georgia Inst. of Tech.

English And The Humanities Program At M I T

In our present humanities program the first two years are devoted to an introduction to the humanities and social sciences. All freshmen and sophomores are required to take this course. The materials for the first term are drawn from several fields, particularly anthropology, sociology, literature, and history. The second and third terms are more historical in character than the first, and the fourth term concentrates upon contemporary problems and is both historical and analytical in character.

Written problems are an integral and important part of this two-year course. The men teaching it are charged with the responsibility of giving instruction in the selection of pertinent data and the organization and presentation of those data in a logical, coherent, effective manner. When a student's written work is unacceptable because of mistakes in the elementary principles of composition, we ask him to attend a remedial class which meets once a week. Because of the freshman's heavy schedule, we cannot require his attendance at a remedial section, but we strongly urge him to go. If he doesn't and his composition at the end of the first year is unsatisfactory, he is required to take and pass a term's work in composition before his record is clear.

During his junior and senior years the student is required to take four terms of work in the School of Humanities and Social Studies. At the moment one of these terms is a required course in the principles of economics. The other three terms can be elected from a number of different areas: international relations, literature, philosophy, history of ideas, music, history, psychology, and labor relations.

When our program is completely organized, we hope that the two-year required course will lay a foundation for the work in the two upper years, and that as a result the latter will not have to be as introductory in character as it is now. One of the past weaknesses of our program has been that all the work we did in the humanities was done at the introductory level.

In addition to the regular courses in the program, we have reading seminars in which the student registers at the beginning of his sophomore year and continues under the guidance of an instructor through that year and the junior year. These seminars usually meet once a week for a two-hour period over the four terms, and, if the student's work is satisfactory, he is given credit for the senior course in literature. By this procedure the student, if he wishes, has an opportunity in his senior year to take additional humanities, and a pleasing number do just that.

Our English program also provides courses in report writing and advanced technical writing, but these are not an integral part of the humanities program and are not substitutes for any of the eight terms required in the humanities.

I should have mentioned that, although the humanities requirement is eight terms, the faculty two years ago passed a vote which made it possible for a student to elect two additional terms in his junior and senior years if he chooses. These additional humanities are taken at the expense of professional electives. Since that privilege first went into effect this fall, the number of students electing additional humanities is not large, but I must say we were pleasantly surprised to see how many had registered for an additional term at least.

One other part of our program which deserves mention, although it affects only candidates for the Ph.D. degree, is the provision by which graduate students may take a minor in the School of Humanities and Social Studies. This involves taking three term subjects outside the student's major field. So far the number of men taking minors in this department is small.

HOWARD R. BARTLETT
M. I. T.
Cambridge, Mass.

John Donne at Jones Beach

Hofstra in November carried three poems by members of its English Department: "islands" by John Senior; "sinister aspects of perception", by Lawrence Patterson; and "prodigal", by William Hull. The same publication carries a story, which testifies to the might of "that invisible flame within us" celebrated in the seventeenth century by Sir Thomas Browne and at the 1951 MLA meetings by President Harlan Hatcher, of the University of Michigan. This is how the story goes:

Francis Keefe, swimmer, former New York City policeman, conducted a daily poetry recital before an appreciative audience consisting of members of a life guard crew he commanded at Jones Beach.

Each day as each man took his proper station to scan the horizon and await the occasional cries which impel them to action, our Mr. Keefe sat among them, his booming voice carrying to the farthest lifeguard the poetry of his favorite poet, John Donne.

Into this poetic Eden wandered a husky, professional football player, who broke ranks to register a protest. After several unflattering and unsolicited statements anent the manhood of poetry lovers in general, and poetry reciters in particular, he announced that he for one would have no more. Plain was the implication that he would welcome fellow insurrectionists.

Our Mr. Keefe, who learned as a policeman that the best method to counter an implied threat is to promise positive remedial action, threatened to rub the complainant's face in the sand until the fine grains came out of the back of his head.

As the cowed right tackle returned to his perch our hero read to his crew in his usual clear and booming baritone, so that the most distant among them would hear, Donne's epigram on manliness.

Va-NC CEA
The Noblest Monument

Declaring that college students are hopelessly illiterate in their knowledge of the Bible, Dr. A. C. Howell does not blame them, but their training—from Sunday school onward.

"In college few students take Bible courses unless advised to do so; yet most of those who take them are pleased with the results," Dr. Howell said. He pointed out that 90 per cent of the colleges in the United States teach the Bible while only three per cent of the students take the courses.

Dr. Howell said the trend toward secularization of higher education has been gaining momentum since World War II and that the humanities have been taking a back seat as to rank and salaries among professors. He pointed out that at the University of North Carolina the combined total of teachers having professional rank in five departments in the Humanities Division is only one more that that of the single Department of Economics and Commerce.

"A first-rate professor of marketing or statistics or physical education may command a five-figure salary and the respect of the president of an institution, but how can that official justify to hard-boiled trustees paying a handsome salary to a professor to teach a book that thousands of Sunday School teachers mangle every Sunday?" Dr. Howell asked.

He said that "almost every English department requires a course in Shakespeare of all its English majors; yet almost none requires a course in the English Bible. I submit that not even Shakespeare is of greater value and importance to a student of English literature than is the Bible," which he described as the "greatest work in our cultural tradition."

As a result of the current trend Dr. Howell said the place of the Bible in the curriculum has "become very small indeed. To take a realistic view, one has only to note that while Bible courses are available, only a small percentage of the students are taking them.

"At the University of North Carolina last year 155 individuals registered for courses in the Bible (and some of these represent the same person taking several courses), and 159 took a lantern-slide course entitled Archeology of the Bible, a total of 314 ... and 1,362 were registered for courses in accounting. No more eloquent figures than these could be cited to indicate the secularization of higher education," he said.

Dr. Howell declared that teachers of English, as advisers and administrators, are offered a challenge and a responsibility to "reduce the Bible illiteracy of this generation by making adequate opportunities in our college curricula for the study of the Bible; promoting and encouraging the teaching of the Bible, as is in keeping with the great majority of American colleges, and by encouraging the establishment of courses in the Bible in English departments to restore this classic of our literature to its rightful place among humanistic studies."

(Report of "The Bible in Non-Sectarian Colleges," given at Va.-N. C. CEA Meeting, Richmond, Nov. 17.)

IMPROVING
READING
ABILITY

BY
JAMES B. STROUD
AND
ROBERT B. AMMONS

A manual designed to train college students to read faster and with greater comprehension. Contains an abundance of drill material and questions on the exercises. 212 pp., $2.20.

APPLETON—
CENTURY-CROFTS

The Bible With Backbone Removed

A critic of any paper dealing with the Bible is put immediately in an awkward position—if you say anything against the Bible, you automatically put yourself on the side of Sin. And when a Biblical subject has been presented with such intelligence and persuasiveness as the one we have just heard, an audience might well hurl the cry of "Beelzebub" at its defamer.

Yet I shall try not only to analyze briefly the remarks made, but to suggest areas in which they might possibly draw fire from the devil's advocate.

Dr. Howell's paper was divided into three parts. Part I documented a general tendency toward secularization of college education, and a lack of knowledge of the Bible. Part II was a statistical survey of Bible courses, and part III dealt with the suitability of the English department as a home base for Bible courses, and types of courses which English departments might sponsor.

The question raised—how to make a generation which has forsaken even rudimentary study of the Bible return to the Bible—is an immediate and pressing one. Yet it can be answered only after we have asked two theoretical questions. If we want Bible courses, who will teach them? And how will these people do so?

To put it differently, do most English departments want to teach (in a moral, crusading sense) the Bible? Do they want to teach it as the word of God? Most of you would quickly answer, "No. We want to teach the Bible as literature." I wonder, frankly, if the Bible can be properly and effectively taught after its moral backbone has been removed—after its real purpose and message has been silenced. Christ said, "He who is not for me is against me." If you are not for Him in the Biblical discussion, can you impart the sense of the Scripture?

Do not think I speak as a missionary, or a dogmatist. It would be terrible if our classrooms degenerated into places where small and petty minds imposed their prejudices as God's will. But if we teach no moral system, offer no answers, aren't we creating an intellectual and moral vacuum into which many student minds will be sucked? Will not a silence on the great moral questions be construed by some as a negative attitude towards them?

As for the Bible as Literature—do most of us want to teach even such a course as that, and to recommend to students that they take it in preference to one in Shakespeare, Milton or the Romantics? If you were told to prepare such a course for next term, would you fall on your knees, or would some poor unsuspecting instructor whose task is certainly not to reason why? There has been much gnashing of teeth, too, over the failure of students to sign up for our courses, and a condemnation of their taking trade school courses in other departments. Could it be that our courses are not so stimulating as we think—that our lecture notes are older than we remember—that we are (as some one said of my church, the Episcopal) answering all the questions no one is asking?

I also wonder if most college students actually can read the Bible and understand it. Many of my students do not even seem able to understand the morning paper! If they cannot read a single page of contemporary prose and absorb a whit of it, what will they do with some passages from the King James translation? I raise this question only to indicate that underneath all our talk of curricula difficulty is the possibility that our culture (perhaps even our language itself) is beginning to crack at the seams; that we are, as W. B. Yeats surmised, near the end of our circle. Of course we hope and assume this is not true. But it is a possibility we do not often enough confront ourselves with. We who teach the humanities have a tremendous rôle in interpreting and defending our culture. To assume that we have done that job adequately, or that we could not improve upon the job we are doing this very moment, would seem to be folly. In examining courses on the Bible, let us not dwell merely on the surface of course credits and enrollment figures. Let us, as Melville said, go far far beneath the surface, five miles under, where the whales go.

MARSHALL W. FISHWICK
Washington and Lee Univ.
Lexington, Va.

Corporate Support For Liberal Arts

Every American business has a direct obligation to support the free, independent, privately-endowed colleges and universities of this country to the limit of its financial and legal authority, Irving S. Olds, chairman of the Board, United States Steel Corporation, declared in an address at the Alumni Dinner celebrating the 250th Anniversary of Yale University.

". . . if it is necessary for us to spend millions of dollars to beneficiate the ore which goes into our blast furnaces and to process the coal which goes into our coke ovens —then why is it not equally our business to develop and improve the quality of the greatest natural resource of all—the human mind?"

Observing that many corporations are today supporting scientific research by qualified schools, making generous donations to technical schools and contributing to educational projects in plant communities, Mr. Olds commented:

"But their power to contribute is limited by the statutes of the particular state in which each of them is incorporated, and many state laws cast grave doubt upon the right of a corporation to donate the money of its stockholders unless the probability of immediate and direct benefit to the donor is clearly demonstrable. That is why they have not felt free generally to finance studies in the liberal arts and the humanities, even though the most difficult problems which American enterprise faces today are neither scientific nor technical, but lie chiefly in the realm of what is embraced in a liberal arts education."

Expressing his belief that the resolving of such doubts, either by judicial interpretation or legislative amendment, is an immediate and major responsibility of the managers and share-owners of every corporation which desires to preserve free and independent education in America, he said there is an equally compelling responsibility on the part of private universities to inspire in their students understanding of, and devotion to, the principles of individual liberty and opportunity which are the basic source of spiritual and economic strength in our society.

Freedom of Education and Freedom of Enterprise are inseparable, and neither can survive without the other, he stated.

"That is why no true believer in free enterprise will ever let our independent universities die for the want of his support; and why no honest devotee of academic freedom will ever seek to destroy our faith in the American system of incentive and free opportunity," said Mr. Olds.

(From The U. S. Steel Quarterly, November, 1951)
(Sent in by Norman Foerster)

HANDBOOK
of ENGLISH

Clark-Davis-Shelley

Co-ordinates instruction in speaking, reading and writing. Drills thoroughly in correct expression. Valuable as class text and reference book. Examples, exercises, tests.

Ask for Circular

GINN AND
COMPANY

I'VE BEEN READING

J. GORDON EAKER, Literary Editor
217 Audley Street, South Orange, N. J.

Double Losers

John W. Aldridge, *After the Lost Generation: a Critical Study of the Writers of Two Wars* (McGraw-Hill, 1951, $3.75), 257 pp.

John Aldridge of the University of Vermont has written a book about a magnetizing subject—the morality of youth. As a member of the Younger Generation (ages 18 to 28, according to *Time*), he has been accused by some reviewers of feeling his oats, but it is more profitable to assume that he is just feeling his pulse, and that it is a sensitive pulse. For Aldridge's greatest value is that of spokesman: while mindful of models—notably Cowley's *Exile's Return* (1934) and *After the Genteel Tradition* (1937)—he has turned out a document that will be flash news for anyone who looks on Hemingway as a contemporary novelist. And the news involves a thesis that impinges on every college teacher in the country, now and for an indefinite period.

The thesis: that the serious young American novelists (Aldridge is not interested in poets or playwrights) who started publishing after World War II are a doubly lost generation, since (1) their values add up to valuelessness, while those of their public spell safety and security, and (2) valuelessness will not support a successful literature. During the early twentieth-century change from absolutism to relativism, says Aldridge, writers could express cultural disintegration without succumbing to it. They could exploit it by using new techniques (Joyce, Conrad, Woolf) or by dramatizing the sincere shock of recognition shared by their readers (Lawrence, Huxley, Hemingway, Fitzgerald, Dos Passos). The American novelists rang the bell: the events of *A Farewell to Arms* were perfect correlatives of the violence and lostness that both Hemingway and his age felt; Scott Fitzgerald's visions of Paradise, East Egg, the Riviera, and Hollywood coincided with those real visions of his readers; and in *USA*, Dos Passos' despairing social protest had an energy and conviction born of the quick turnabout from the hopeful illusions of 1917. But the young writers of 1946 never had illusions or visions, never felt anything but the violence and lostness that another generation had already crystallized. By World War II, the dramatic disillusion of the older Lost Generation had rotted into "the spiritual trauma of the younger" —while a new and larger crop of Babbitts had sprung up to form the reading public.

And so the young novelists of today have written inferior fiction, stories in which moral values are either non-existent, hollow, or desperately superimposed. To demonstrate this, Aldridge carefully weighs the produce of a dozen new writers. For him, Alfred Hayes and Robert Lowry and Merle Miller are merely neo-Hemingways who lack the patriarch's poetry and irony and profundity. (Agreed.) Norman Mailer is a great reportorial novelist but a basic lack of values cancels out the sporadic protest of *The Naked and the Dead*. (A misreading.) John Horne Burns has emotional vitality and Irwin Shaw polemical energy, but positiveness and negation are so much unmixed oil and vinegar in *The Gallery* and *The Young Lions*. (Agreed.) Paul Bowles cannot make *The Sheltering Sky* negative enough to convince readers. (This reader was convinced.) Gore Vidal's annual novel only temporarily disguises an aridity of soul, theme, and technique. (Agreed.) Truman Capote's brilliant first novel illuminates only itself within its own context, and Frederick Buechner's *A Long Day's Dying* fails to do even that. (Hear, hear.) Only Vance Bourjaily in *The End of My Life* really dramatizes the actual process of disillusion with any of the authenticity of the first Lost Generation. (Thanks for a rewarding introduction to an underestimated novelist.)

Do not assume that Aldridge is a Jeremiah, a reformer, or a nut. His book is neither lamentation nor attack, but a sympathetic diagnosis of spiritual and literary ailment. The diagnostician can both involve himself warmly, as in his personal remarks on Hemingway and Bourjaily, and detach himself wittily, as in his reconstruction of the code of *The New Yorker* or the putative childhoods of Capote and Buechner. (The Wilsonian chapter on these two prodigies, by the way, contains the most substantial explication and evaluation in the book.) If *After the Lost Generation* has a tonal or structural fault, it is repetitiveness: on almost every page Aldridge leads us back to the intersection where his thesis sits waiting for the light to change.

Is the thesis correct? Is valuelessness omnipotent and inescapable for the young post-war novelist? Possibly; yet one wonders how Aldridge would have handled James Jones, whose Robert E. Lee Prewitt, though socially damned from here to eternity, is as memorable an embodiment of the dignity of man as we have in all fiction. Furthermore, will not the neo-Losts drop by the wayside (as Dell, Hecht, Van Vechten, and the rest of the minor Losts) while the real originals create their own worlds based on common values (as William Faulkner, who started out with the Losts but soon found himself and later his public)?

At any rate, the correctness of the thesis can only be proved by more wide-spread observation than one man can call into play. And this is where we come in. Aldridge's book is the most stimulating inquiry into recent American fiction since Geismar's and Kazin's, with the advantage of being more contemporary and less encyclopaedic. No teacher of modern literature should fail to consult and work out from this inquiry.

FREDERICK L. GWYNN
Yale University

(Mr. Gwynn's *Sturge Moore and the Life of Art* has been published by the University of Kansas Press on Dec. 28, and will be by the Richards Press, London, in the spring.)

Learning Our Language, A Text in College English, by Thomas F. Dunn, Charles A. Ranous, and Harold B. Allen. Ronald Press, New York, 1950.

In discussing the usual new college English textbook, one needs only to say that it's pretty much like dozens of others; the whole lot of them really are remarkably alike. This text, however, attempts something different, something which, if moderately successful, would be quite valuable.

One of the stated objectives of the authors is to give the student "that information which [develops] a relativistic view rather than a dogmatic one toward matters of grammar and pronunciation and vocabulary and syntax." A second objective is to achieve "some elementary knowledge...of the principles of thinking which describe what precedes some kinds of linguistic expression." These are the "laws of thought." The first objective is excellent. The second clearly posits the premise that thought is somehow prior to language, that a sequential relation between them can be examined empirically. This premise is open to serious question, since thought appears to be knowable only through language. The second objective then has somewhat less validity than the first; and in view of the present state of psycho-linguistic investigation, no text could be expected to accomplish it.

The accomplishment of the first objective, however, would more than justify a new text. It can be accomplished only by a thoroughly workable explanation of the nature of the language; this is fundamental to everything else in the text, and it is at this point that the book seems inadequate. It is a curious fact that even though the names of Bloomfield, Sapir, and Sturtevant appear in the bibliography, the approach to linguistic problems which distinguishes their work, as well as that of the several dozen other scholars here and abroad who made linguistics a science, has not been utilized to much advantage. A definition by an "eminent linguistic authority" (not one of those named above) which is "acceptable to all well-informed persons" is taken as the basis for the whole discussion of the nature of language. Briefly, the definition states that language is "any means of expressing emotional or mental concepts." The definition will not work at all well because it explains that which is partially known (language) in terms of that which is largely unknown and empirically uninvestigable (mental concepts). By giving what appears to be a full explanation, it provides security and freedom from progress; it leaves nothing that can be investigated.

Gestures, facial expressions, and sparkle of the eyes are all included here as "language." It is not made clear that these are either not structured at all, or are structured in a system outside of, though in some degree correlated with, the closed structure of sounds which is language. The distinction is easily made, and, when made, is helpful to students. The distinction between "meaning" and "referent" is pointed out by the authors, yet thereafter they at least partially fail to maintain it in their discussions of meaning. To distinguish "standard English" from "popular English" and from other levels of usage the authors have discussed the more obvious differences in vocabulary, but there is not enough data given to allow the student to see for himself the need for a "relativistic view rather than a dogmatic one." Without such data, it may easily appear that the authors are merely substituting a new dogma for an old dogma, even though they do not intend it that way. The material on inflections, word order, punctuation, *etc.*, is standard. The definitions of the parts of speech and of syntactic elements show too little use of the rigid criteria that linguists demand. In short, it appears that we must wait a while longer for the college English text which is solidly based on empirically demonstrable linguistic fact.

ROBERT P. STOCKWELL
University of Virginia
Charlottesille, Virginia

If you teach reading as a skill and as an aid to writing be sure to see

Readings for College English

John C. Bushman, St. Louis Univ.
Ernst G. Mathews, Univ. of Illinois

This unusual collection helps the student to read, to think, and to write more effectively. There are two types of selections: those which give practice in college-level reading and models which can be more or less directly imitated by the student. The subject matter is varied to appeal to a wide range of student interests. The student is encouraged at the beginning to write about what he has seen and experienced. Stimulating discussion questions and writing assignments accompany many of the selections.

American Book Company

recently published . . .

Vol. VIII—Selected Prose of ENGLISH MASTERPIECES

Edited by Maynard Mack, Leonard Dean, and William Frost

This new volume, VIII, Selected Prose, contains prose from Malory to the present time.

Other volumes in the set are:
Vol. 1 Age of Chaucer
Vol. 2 Elizabethan Drama
Vol. 3 Renaissance Poetry
Vol. 4 Milton
Vol. 5 The Augustans
Vol. 6 Romantic and Victorian Poetry
Vol. 7 Modern Poetry

Send for Your Copies Today

Prentice-Hall
70 FIFTH AVENUE
NEW YORK 11, N. Y.

Dangerous Duties

I should like to call the attention of the members of the Association (if they have not already come upon it) to the resounding affirmation of the civic value of our profession by Robert Redfield in an address delivered at the University of Chicago and printed in the issue of *School and Society* for Sept. 15, 1951 (LXXIV, [161] — 165) under the title "The Dangerous Duty of the University."

Mr. Redfield takes note of the fact that the University of Chicago has for a good part of its sixty years of existence been "widely and persistingly regarded as dangerously radical." He finds a clue to this reputation precisely in the proper functioning of the university, which like other segments of the community, has its "specialized virtue" to embody — in this case, the "probities of the mind." "Freedom of discussion, the appeal to the evidence of fact and the persuasion of reason, the deliberate effort to listen to unconventional ideas or heterodox theories — these are the ambient of the university." However, in all communities, there is a deep-seated distrust of the unconventional or heterodox. "The fears of people create that mythical radical with the mortar-board cap and the maniacal expression that we see in the cartoons. So it comes about that in the very course of defending by its exercise the freedom of thought which stands high in the values of the whole community, the university comes to be regarded by some part of that community as a hotbed of dangerous radicalism, a hiding place of pernicious communists."

Since "Professors are more secure than other men" (meaning, I gather, that it is harder to fire a Professor than, say, a shipping clerk or a minor public official), and since the probities of the mind are traditionally his special virtue, it is his responsibility to be alive to, and to speak out against, the tyrannies from without, and within ourselves." Unless an educational institution and its men are constantly under attack or inviting attack by some segments of the community, then, the institution is failing of its duty. Such seems to be Mr. Redfield's conclusion, and it is a conclusion with which I am earnestly in agreement, as evidenced by some remarks of mine printed in an earlier issue of *The Critic*.

There is one point at which I would like to take issue with Mr. Redfield, however. He remarks, quite justly, that the "tender subjects" for public discussion (and the classroom is hardly private) have successively included "theological dogma, the animal origins of man, sex, and the benefits of American business enterprise vs. the views and theories of Marx." The implication is that all of these agitated issues are mildly absurd as seen in perspective by a reasonable man, and that the present controversy is likely to blow over like the others, leaving a consolidated gain for the more liberal and heterodox view. Though I do not wish to take precisely the point of view of the National Association of Manufacturers or of the American Legion in the issue as Mr. Redfield draws it, I think there is a real danger in treating the complicated issues raised by contemporary communism as no more than the accidental focus of argument at the moment. The apostles of Freud and Darwin and their antagonists had no ideal homeland, no expansive foreign policy, no potent military force, and no organized corps trained to infiltrate all segments of society, including, it must not be overlooked, the university. Communism today, unfortunately for us, is by no means confined to the antiseptic sphere of economic theory, where Marx is easy enough to discredit. His apostles have availed themselves of means of persuasion which cannot be coped with by reason alone.

I would like therefore to redirect attention to the eloquent statements of Edwin A. Hansen and Myrtle Pihlman Pope in the September, 1951 *Critic* as an essential footnote to Mr. Redfield's generally admirable defense of the exercise of freedom of thought and expression in the university.

BRUCE DEARING
Swarthmore College
Swarthmore, Pa.

English In A Community College

(Editor's Note. In his recent Detroit address, Prof. Warner Rice of the University of Michigan, declared that, more and more, the junior college and the community college are taking the rôle formerly played by the ivy-clad and ivory-towered liberal arts college. The speaker also urged that the English profession face this fact as an opportunity for placement of young men and women wanting a career teaching English in American higher education.

Furthermore, if our Ph.D.'s in English are to be effective in this new field, asserted Prof. Rice, they must not only get appropriate training, but must also be psychologically adapted to the community college milieu.

Last year, at the New York MLA meetings, we discussed this very thing with Charles Ranous, and we then asked him to write, for *The CEA Critic*, a short article on the subject. This article is printed below. It was scheduled for the January 1952 *Critic*. Prof. Rice's MLA address gives it added timeliness.)

Yesterday a student's mother said proudly, "You know, I'm on the Parent Council at the college." Three days ago a local dentist confided, "I'm on the Board of Advisors." Not long before that, a guest of the college, staying at the local hotel, was sought out by the manager, "I'm on the college Hotel and Restaurant Management Board," he said, "I hope you enjoy your stay. Please let me know if there's anything I can do to help you." This is what a community college is. Four-year or two-year, private or tax-supported, Liberal Arts or technical—it is one where there are daily human links between college and community.

Community colleges are likely to give many technical courses, for the citizens of most communities are job-minded. They are apt to be two-year institutions, and thus to waver between high school and Liberal Arts college objectives—until they discover their own unique functions. But they are daily linked with key persons in the community, and their curricula shift with the expressed needs of jobs, of homes and of social groupings.

One of the core or common courses is the English course. As community members seek to shape the English program, they necessarily phrase their need in terms of what their high school or college teacher had done with them. They demand correct English. They demand writing. They demand spelling. But they also ask something more.

One executive said, "We want men and women who can get along with others on the job." Another pleaded for "effective speech." A third said, "Teach them how to get along with their families. They're no good on the job when they have trouble at home." There were many others—all combining to demand a focus upon effective human communication.

The English teacher in a community college cannot escape considering his field in its relationship to daily behavior, to how his students act and react in work, home and social relationships. He cannot escape trying to build some sort of straight continuous line between classroom responses and lifelong habits. And he knows he enters those habits in the middle—to turn and to refine them, but not to change their basic structure.

So the classroom practitioner in English in the community college tends to think of his subject matter as sets of daily language behaviors. He begins to view his task in terms of getting his students to vary wisely rather than to adopt one "right" set of habits. He begins to emphasize *observation* as an essential method by which the student can gain added resources.

He may have the student read and write about occupational, social or marital problems, but, when he does, he begins to have an uneasy feeling that he is not quite getting at what these executives and industrialists and parents are demanding. He may have the student give a short speech a week and a theme a week. But he soon feels he is not really touching very deeply the student's habitual responses as they are actually called into play in the home, office and club.

When the community college English teacher builds a pattern of instruction which (1) in class specifies particular difficulties in communicating, (2) assigns outside observation of that difficulty in the student's own daily life, and (3) utilizes some class time for discussion which shares and analyzes (by speaking and writing) the student experience, he begins to develop new techniques.

Perhaps a group of pre-engineering students discovers that differences in classifying are the root of some disagreements and delays. Then the teacher may find himself in the middle of a group of young men earnest and vociferous in classifying assorted piles of weird gadgets they have assembled. Or, as happened once, a group of advertising students noticed that members of their future profession were highly verbal about classics of literature. For an all too brief time, the teacher found himself among students anxious to read. In short, the English teacher in a community college develops the rôle of resource person, guiding a widening observation and practice in almost any aspect of language or of literature.

CHARLES A. RANOUS
Fairleigh Dickinson College
Rutherford, N. J.

In his annual Christmas letter to U. of Mass. alumni teaching English, Frank Prentice Rand sensitively records the death of Walter E. Prince, emeritus professor of English at the University: "He was a teacher of high integrity and distinction. If you told him that he was another Dr. Johnson, he would smile happily and reply, 'But I like to think I am rather more like Ben.' His extra-curricular tastes were paradoxical: he was deeply sentimental in his feeling for animals but he liked to think of himself as a military strategist and some of his happiest hours in the classroom were during the war when he lectured to army personnel on battle maneuvers in the Civil and Napoleonic wars. We 'shall not look upon his like again.'"

Short Stories for Study

Revised Edition

RAYMOND W. SHORT
Hofstra College

RICHARD B. SEWALL
Yale University

Twenty-four short stories, arranged in order of complexity, are included in this revision of an anthology noted for its high literary quality. The stories cover a wide variety of types, have broad human interest, and offer a diversity of methods and techniques for study. "It's an admirably balanced, splendidly selective volume, particularly nice in the proportion of significant European literature to English and American writing." —John D. Husband, *Tulane University*

1950 *602 pages* *$2.75*

HENRY HOLT & COMPANY
257 Fourth Ave., New York 10

The final volume of
VAN WYCK BROOKS'
prize-winning history of American writers

The Confident Years 1885-1915

The Flowering of New England was a Pulitzer prize winner; The World of Washington Irving, The Times of Melville and Whitman and New England: Indian Summer were extolled for their brilliance. Now Van Wyck Brooks writes the last—and most penetrating—volume of this series. Here is a masterful panorama of American writers during one of our most productive literary periods, the writers closest to our time—Edith Wharton, Theodore Dreiser, Stephen Crane, Sinclair Lewis, Willa Cather, T. S. Eliot, and a host of others.

$6.00 at all bookstores

E. P. DUTTON COMPANY, INC., N. Y. 10

Books On The English Language

Robert Stockwell's suggestion that the *Critic* begin to print discussions of books which "work toward a saner linguistic approach to matters of grammar and style" points up an anomaly in the teaching of English we can only hope will be temporary. It is the notion held by many that linguistics is something we can take or leave alone. We would have a comparable situation in the sciences if Ptolemaic astronomy and alchemy were taught in the schools and in the first year of college, while nuclear physics dominated advanced and specialized courses, though its teachings failed to affect the textbook industry because of the uncomprehending intolerance of the great mass of instructors. Everything a student learned would have to be unlearned before he could go on, and if he wished to know anything about the true nature of his subject he would have to dig the material out of monographs aimed at specialists.

Unfortunately linguistics, like nuclear physics, is not something that can be taken or left alone; it must be mastered, its lessons must be applied at all levels of the study of English, and we must have textbooks prepared in accordance with it.

Besides doing remedial work with freshmen, I teach the history of the English language and the structure of modern English. I could scarcely face myself in the morning if I did not try to teach in terms of modern scientific linguistics, the main source at present of what is worth knowing about English. Since the "structure" course is now required of the English majors in the College of Education, I am trying to send out into the schools a few people who have been introduced to an objective inductive treatment of English, and who will not be cowed by the formidable entrenchment of traditional grammar and the drill methods based on it. It has not been easy for me to find in print systematic treatments of linguistics, and of English as seen by linguists, that can be understood without courses in phonemics and morphemics. I was therefore delighted at Mr. Stockwell's suggestion. I am willing to begin by tossing into the pot something of what I have found, and by urging others to follow suit.

The difficulties inherent in Bloomfield's *Language* (Holt, 1933) Bloch and Trager's *Outline of Linguistic Analysis* (Linguistic Society, 1942) and the *Outline of English Structure* by Trager and Smith (Foreign Service Institute of the Department of State: Washington, 1951) are obvious.

However much these books appeal to the erudite, they leave the prospective teacher of grade-school, high-school, or even college English somewhat chilled. A book easier to understand is Robert A. Hall, Jr.'s *Leave Your Language Alone!* (Linguistica: Ithaca, N. Y., 1950) with its "fourteen hard-hitting chapters" on linguistics and its methods. I compressed my enthusiasm for this work into one paragraph which appeared in the April 1950 *Critic*, and I have been doing a tidy business peddling it to students, colleagues, and teachers around town at the rate at which it can be purchased by members of the CEA, $2.50. The oftener I read the book the more my enthusiasm grows, directed, I must confess, by Harry Hoijer's review in *Language* (v. 26, no. 3 (July-September, 1950), pp. 404-08), which I should like to see the *Critic* reprint. Hall's book has quickly become a basic and indispensible work in spite of its manner, which must irritate English teachers.

Familiar to us all are Curme's *Syntax* and his *Parts of Speech and Accidence*, two "authoritative" studies of English honestly written in the older terms, with flashes of insight that point toward modern analyses. Familiar also, and very valuable, are Jespersen's *Growth and Structure of the English Language* (Basil Blackwell: Oxford, 9th edition, 1948), and his *Essentials of English Grammar* (Holt, 1933), which express the impact of that restless inquiring mind on meticulously gathered evidence, more British than American. I have found much value in Marckwardt's *Introduction to the English Language* (Oxford University Press: New York, 1942), particularly in his admirable section on the sounds of the language; but when Marckwardt approaches the structure of the language in this section on English Grammar he retreats into orthodoxy and disappears in a cloud of ink. Now this is sad, because it is exactly on grammar that such scholars as Marckwardt have been doing the work most significant for us.

M. M. Bryant's *Modern English and its Heritage* is a fine compendium, and, like Marckwardt, a good source of references to modern studies of English; but, like Marckwardt again, she approaches grammar traditionally, and lets us down as hard as he does. Neither Baugh's *History of the English Language* nor Robertson's *Development of Modern English*, is satisfactory in a course emphasizing structure, Baugh because of its historical treatment. Both Baugh and Robertson assume the modern language without ever describing it. In my history course I have to begin by giving the students some notion of the machinery of modern English. Baugh creates additional difficulty by failing to provide phonetic transcriptions of the extensive illustrations of Old and Middle English. On usage Robertson is fine and forthright, but against no stated *grammatical* rationale.

But let us not despair. If these have given us no treatment of grammar in modern terms, the teachers of English to foreign-speaking students are providing us with both method and matter of analysis. That grandfatherly and indefatigable student of English, C. C. Fries, can teach more than a child to swim in these troubled waters. *The Teaching of English* (Wahr: Ann Arbor, Mich, 1949) and *American English Grammar* (Crofts, 1940), an advertising man would call "musts" for every teacher's bookshelf. The *Grammar* is the first controlled study of American English at clearly defined social levels, and is thus a treatise on usage as well as grammar. Sometimes I think that its most important news for us is that the common vulgar language of the mildly-educated differs from the writing of the cultural aristocracy, not absolutely, as many have thought, but in the frequency of appearance of standard and nonstandard terms. This is food for us of the cultural aristocracy to chew on.

Now if we can entertain the idea that writing is a graphic reflection of speech, and that English writing is a distorting mirror made up of bits of glass, of which some may have reflected the spoken language at one time, some reflect nothing at all, and some reflect someone's wish about how the language should be, we may feel the urge to study the written language with one ear cocked to the spoken. Then if we can accept speech utterances as resting at least in the back of one's mind as he writes, we may wish to study the spoken sentence. This unit is a complex system of signals, or a system of systems of signals, the elements of which deserve separate study. It consists of form-classes rather than words. Words are the specific lexical items which we drop into slots established for us by patterns of sound, patterns of order, and patterns of form; the whole is given the color of interpretation and attitude by patterns of intonation. This complex unit is reflected in writing in a rather limited way by a chain of haphazardly-spelled words strung out, with arbitrary and inadequate graphic marks of punctuation, in a long, level line. The line of the written sentence resembles nothing so much as a freight-train with its cars grouped for delivery in sequence at the various stations along the Baltimore and Ohio or the Missouri Pacific.

For intonation there is no more valid and interesting study than Kenneth L. Pike's *The Intonation of American English* (U. of Mich. Press, 1946), and the phonograph record that comes with it. The rigor of Pike's study reflects a persistent inquiring mind which I believe would lead him to pause in his anguish at cracking his thumb to study the changing tonemes of his cry of pain. Pike's *Phonetics* (U. of Mich. Press, 1943) — which took him into classes for deaf-mutes and impelled him to raise his reluctant voice in beginners' singing classes — gives a good introduction to the physiological bases for the sounds we make when we speak, and is superior for us to many books consciously aimed at amateurs. It brings him at the end, it is true, to the construction of an "analphabetic symbolism" for the articulation of speech sounds, which was for me the subject of an admiring though baffled contemplation, and which I must rank high among the wonders of the modern scientific world.

But for grammar and syntax we have to return to Fries and the English Language Institutes at Ann Arbor and in Central America. Fries has prepared a textbook for his instructors that is a model of exposition of a language strictly analysed on the basis of evidence inductively arrived at. His *Teaching and Learning English as a Foreign Language* (U. of Mich. Press, 1948) has chapters on sounds, structure, and vocabulary which in the present state of the study are unmatched. His breakdown of vocabulary is superior to the etymological division by language origin (French, Spanish, Latin, etc.), which has mainly antiquarian interest for us; it is a classification by form and working function. His treatment of structure is suggestive and informative, but it hints at the language instead of presenting it. Taken alone, it suffers from the same lack as the *American English Grammar*, from which I understand a chapter on structure was dropped because the money ran out.

To fill this gap, we can do no better at present than turn to the six-volume *Intensive Course in English for Latin-American Students* (U. of Mich. Press, 1943), prepared by his staff. The grammar is scattered throughout four of the six volumes and arranged for South Americans newly arrived on our shores, but I have found no better way to spend a long winter evening than to sit in an easy chair with a pencil in hand and abstract the patterns of order and form from the other materials there presented. Anyone who believes, with certain of my friends in the classical field, that the English sentence is "loosely constructed" will find this conviction severely shaken when he has contemplated for a while the rigid patterns of order and the formal markers that distinguish the functional classes by whose means our words discover in use what "part of speech" they are for the occasion.

Fries has been promising to bring forth a grammar based on examples surreptitiously recorded from telephone conversations, in which the structures of the utterances we accept as sentences will be systematically described. Until he does so, we must dig them out of the *Intensive Course* and try to reconstruct the *corpus* from which they have been drawn and arranged. This is not a burdensome task, but the price of the set — fourteen dollars — I will guarantee to impose a burden.

An excellent smaller work in Spanish and English, entitled *A Textbook of American English*, Book I, has been published in Mexico by the Instituto Mexicano-Norteamericano de Relationes Culturales (1949). Mrs. M. M. de Del Bario, a member of the staff which prepared it, is now in the Detroit

Coming Soon!!

HARPER'S MOST IMPORTANT TEXT FOR FRESHMAN ENGLISH IN YEARS

The Harper Handbook of College Composition

By GEORGE S. WYKOFF and HARRY SHAW

HARPER & BROTHERS
49 East 33d St., New York 16

Public Schools teaching Spanish. It is a pity that she is not teaching English and working out on the basis of her knowledge of the language what we must have and must someday prepare: practical working daily lesson plans based on sound linguistics, to be substituted for the things now in general use. The book contains a grammatical presentation like that in the *Intensive Course*, one that seems excellent as far as it goes.

In the new *Thorndyke-Barnhart Comprehensive Desk Dictionary*, Prof. Fries and Prof. Aileen Traver Kitchin have a five-page "American English Grammar," which is, I think, the only presentation of Fries's handling of grammar likely at the moment to come into the hands of the general reader. It is a fast once-over; it suffers from being the first of its kind and from being so brief, but it is based on research and it will repay careful study.

Finally, there are three good chapters on English grammar in Dunn, Ranous, and Allen's *Learning Our Language* (Ronald, 1950). This book presents a massive informational handling of the language that should be valuable to the teacher, even if he trembles to put a description of the nature of language, the situations in which we use language, the semantic problems involved, the various kinds of English used for different purposes, and other such information into the hands of innocent young students who may be tempted by knowledge into exercising some judgment. I suspect that this book is a hint at the form our freshman texts may take in the future.

These, then, are the works I can recommend. Perhaps other members of the CEA will know of more. By putting our half-knowledges together we may achieve a whole of some sort, even before Mr. Stockwell– or anybody who thinks he can do it– provides us with a "full-scale analysis of how English language teaching could be improved."

DONALD LLOYD
Wayne University
Detroit 1, Mich.

Shorter Edition of

American Poetry and Prose

Foerster • Charvat

A shorter edition of a national favorite, this volume emphasizes the "major" literary figures, particularly nineteenth and twentieth-century writers. Extensive notes by Dr. Charvat are valuable aids to the student.

Houghton Mifflin Company

SECEA

Literature As General Education For Sophomores

About 27,000 students are enrolled in Sophomore Literature in the institutions represented at this meeting. Nearly all of us teach one or two sections, and for this service the teachers in our departments receive about $400,000 each year. Of course, your share and my share of this total seem mean enough when we look at our paychecks — and deductions. But $400,000 remains a rather pretty piece of money.

It represents an extremely tangible vote of confidence in the worth of literature and in its teachers; it brings us encouragement, a sense of being wanted and appreciated. It also speaks to our sense of responsibility — a responsibility to criticize this major course, to keep it alive, to make it the best thing for students and the region which we can devise.

The use of the term *general education* in preference to *liberal education* needs explanation. The aims of each are, I take it, identical — enrichment of the personal life and preparation for informed and responsible functioning in our society; yet meaningful differences remain. Liberal education was all too often long on promises, short in honoring them. The general educator promises less and then thinks, plans, experiments more shrewdly and more strenuously to honor his promises. And general education is genuinely democratic. It seeks to serve not merely the students "who should come to college" or who did come forty years ago. It is intent rather upon doing something for and with those who come to us now — not only the top twenty percent but nearly all of them. The general educator does not justify his being by sighing with an air of wan nobility, I'm content if I reach a few of my best students.

Though many courses in literature for sophomores do not merit the label *general education*, I hope that those now to be presented will seem to have earned it.

EDWARD FOSTER
Georgia Institute of Technology

Literature in English

Our sophomore course is a survey of English and American writings from Chaucer to our times... We hope that our course plan will allow competent teachers elbow room for their priestly and pimping functions. But we do not vouch for any therapeutic values in the course itself; it may not lead to personal happiness or to political justice. It is just a course of reading.

Having decided on a chronological structure because it is objective, we considered principles of selection. The syllabus should comprise 1) "a household collection of literature" — what the editors of *Time* and *Harper's* expect their readers to know; 2) writings intrinsically interesting to students; 3) a progression from easier to more difficult works to obtain one of the values of an "introduction to literature"; 4) variety as to types, length, difficulty, and as to the placing of the types within the syllabus; 5) enough of the exacting work such as *Paradise Lost* that the student may profit from skill developed in reading the opening books; 6) an argumentative interplay of ideas; 7) chiefly, individual texts at a feasible cost for students.

We chose Smith, *Seven Centuries of Verse, English and American;* Short, *Four Great American Novels;* and paperbound texts in Rinehart Editions, Crofts Classics, and Signet Books.

Our major writers are Chaucer, "The Prologue" and three of *The Canterbury Tales;* Shakespeare, *Henry IV.I* and *Hamlet;* Milton, nearly all of *Paradise Lost;* Fielding, *Joseph Andrews;* Wordsworth, lyrics and much of *The Prelude;* Emerson, five essays; Dickens, *Great Expectations;* Hawthorne, *The Scarlet Letter;* Twain, *Huckleberry Finn;* Arnold, three essays; Melville, *Billy Budd;* Shaw, *Major Barbara.* Drawing upon the Smith anthology, we read many of the standard English and American poets from the Elizabethans to Yeats, Frost, Eliot, Auden, and Thomas.

PAUL HAINES
Alabama Polytechnic Institute

Great Texts of World Literature

In the year's course which I teach, all of my students buy twenty to twenty-five books which fall roughly into five literary types: prose satire — *Don Quixote, Gulliver's Travels, Candide;* poetry — *Paradise Lost,* a dramatic monologue, a few sonnets and lyrics; drama — Racine's *Phaedre,* Corneille's *The Cid,* a couple of Molière's comedies, Goethe's *Faust, I,* Shaw's *Saint Joan* and *Pygmalion,* Synge's *Riders to the Sea;* the novel — Tolstoy's *Anna,* Turgenev's *Fathers and Sons,* Dostoyevsky's *Brothers Karamazov, Vanity Fair, Huckleberry Finn, Madame Bovary, Look Homeward, Angel, Arrowsmith;* the short story — a German collection ranging from Goethe to Zweig, an English and American collection ranging from Mansfield to Hemingway.

Anyone who has lived through these books has found himself thinking the thoughts and experiencing the exaltations and terrors to which mind is susceptible and flesh is heir... I cling tenaciously to the idea of reading complete texts... I invariably begin my course with the Napoleonic dictum, "Read 'em or flunk." They read and discover that the reading is fun. Their pleasure in reading and discussing *The Brothers Karamazov* is the best possible justification for choosing it.

EDGAR E. STANTON
Converse College

A Comprehensive Course in the Humanities

Our first semester is devoted to "The Humanities in Contemporary Life" and the second to "Our Cultural Heritage."

The first semester comprises three configurations: 1) Emphasis on the Practical — Rice, *The Adding Machine;* selections from William James, Dewey, Kilpatrick, and Hutchins; and study units in functional architecture, city planning, and the movies; 2) Emphasis on the Emotions — Saroyan, *The Time of Your Life, The Rubaiyat,* Schopenhauer, Freud, *Of Human Bondage,* and four painters of the development from Impressionism through Post-Impressionism to Abstraction; 3) Emphasis on the Social — Sherwood, *Abe Lincoln in Illinois,* selections from Mill, Cohen, "Why I Am Not A Communist," Koestler's *Darkness at Noon,* a section on Rivera and Orozco, and a summary of the social and religious position of Reinhold Niebuhr.

The second semester, "Our Cultural Heritage," includes: 1) The Greek View of Life — eleven books of *The Odyssey,* a contrast of Sparta and Athens, some outstanding monuments of Greek architecture and sculpture, and a consideration of Socrates, Plato, and Aristotle; 2) The Middle Ages and the Renaissance — medieval church architecture, "The Prologue" and two tales of *The Canterbury Tales,* the art of the Italian Renaissance, *Hamlet,* Baroque painting, and the philosophy of Francis Bacon; 3) The Enlightenment and Romanticism — Descartes and Spinoza, Half of *Candide,* Versailles and several French painters of the eighteenth century, six poems by Wordsworth, and aspects of the philosophy of Kant.

FREDERICK W. CONNER
University of Florida

An Introduction to Literature

The Rollins course stresses not bulk, not a gallop through a period, but rather concentration on a few outstanding works; not information, but a training in literary analysis.

The first semester is prose — selections from the King James Bible and Malory's *Morte Darthur,* the whole of *Gulliver's Travels* and most of Thoreau's *Walden,* and my own book, *The Dynamics of Literature,* in which I attempt to deal with the sources of literary power. For the second semester, poetry, I use a one-volume anthology, Thomas and Brown, *Reading Poems.* The emphasis is on the poem itself rather than on literary history or the distinguishing marks of the type.

The work in class depends on discussion. Recently I asked whether the story of Gulliver captured by the monkey was good narrative. One of the girls said that it pointed out Gulliver's inferior position. Other remarks like this followed, all stressing the narrative situation rather than the quality of the story. I then asked the first student to go beyond her first statement — to see whether Gulliver's inferior position was important to the structural unity of Part II. She began to get the idea. With this, the hunt was up, an intelligent veteran leading the pack. One after another students noted swiftness of pace, characterization, originality of invention, and so on. By constantly asking himself "Why?" the students dig below the surface to discover, even if only dimly, the sources of literary power.

NATHAN C. STARR
Rollins College

(Digest of discussion at Southeastern CEA meeting)

SECEA Meeting

Florida State U., Tallahassee, Feb. 22-23. Officers: Nathan C. Starr (Rollins College), pres.; Edward Foster (Georgia Inst. of Tech.), first vice-pres.; Paul Haines (Alabama Polytechnic Inst.) second vice-pres.; Sarah Herndon (Florida State U.), sec'y-treas. Advisory Council: W. H. Rogers (Florida State U.), Calvin S. Brown (U. of Georgia); P. P. Burns (Howard College).

CEA Regional

Mich. CEA

We think considerable good will come of MCEA if those whose interests are involved look at it the way we do. We look at it this way: When, as at the present time, the study of literature is held in serious question, it may be a good thing for us to take counsel among ourselves as to how we can best work it out so that the study of literature performs its proper function. Because there is increasing pressure in some colleges to reduce the formal requirements in literature and language, we should study the present condition and the purposes of those calling for change, and we should take action. If we benefit from knowing our colleagues, exchanging our opinions and the results of our experience, such a group as MCEA can be intellectually and professionally profitable.

We are planning to meet at least twice a year, in the fall and in the spring, on the campuses of the colleges and universities of the state. We plan to make each meeting an occasion for serious talk about our professional problems and for becoming acquainted with one another.

RALPH N. MILLER
Western Mich. College
Kalamazoo 45. Mich.
(Sec'y-Treas., MCEA)

Bulletin Board

Program Chairman Karl W. Dykema announces meetings of the Conference on College Composition and Communication, to be held at the Hotel Carter, Cleveland, March 28-29. Two general sessions on what others expect from the freshman course: the first session on the ideas of those outside the teaching profession; the second on the ideas of our academic colleagues. Two panel discussions with seven panels. Three workshop sessions with about fifteen workshops.

available march . . .

AMERICAN RHETORIC

WILLIAM W. WATT
Lafayette College
prob. 480 pages, $3.00

A new rhetoric, lively, readable, and stimulating. A book which practices what it preaches: precise, relaxed, informal prose. Does not neglect fundamentals or the weekly necessity of theme correction, but emphasizes the further problems of rhetoric.

Rinehart & Company, Inc.
232 MADISON AVENUE · NEW YORK 16, N. Y.

Greater NY CEA

Twenty-three members of English departments from eleven colleges and universities in the New York-New Jersey area met at Pace College on December 8 to organize a Greater New York section of the College English Association. The purpose of the new unit is to further the aims of the national CEA by sponsoring grass-roots conferences to discuss problems of teaching English to undergraduates.

Dr. Adrian Rondileau, Dean of Liberal Arts, welcomed the group for the college, and other brief welcoming and introductory talks were made by the national officers and the local sponsoring committee. Among those present were Robert T. Fitzhugh and Maxwell H. Goldberg.

The New York sponsoring committee members were elected as officers pro tem, and delegated to plan a professional conference and business meeting to be held in the spring. Carl Lefevre, Chairman of the Department of English and Communication, was elected president; Thomas O. Mabbott, Hunter College, vice-president; and Haskell Block, Queens College, secretary treasurer. John M. Waldman, of Pace, was appointed Chairman of the Public Relations Committee.

The new organization went on record with an enthusiastic vote of thanks to Pace College for its generous hospitality as host to this meeting.

Notations for the Record

According to Theodore Andersson, director of the master of arts in teaching program at Yale, fifty per cent of the students now enrolled are English majors. Following is the break-down: English—8; French—3; Spanish—1; Chemistry—1, Physics—1. No students are registered in History of Arts, Mathematics, or Classics. Dr. Andersson comments that there are a few secondary-school teaching positions open in the Classics, but that it is hard to find qualified candidates. He adds that secondary school openings in Mathematics and Science could absorb quite a lot of additional teachers.

The State of New York has put on its approved list the Yale program of the Master of Arts in Teaching. Teachers recommended by the director will be granted New York State certification. This is provisional until all of the courses in the program have been given at least once. (One second-year course has not yet been given.)

A panel sponsored by the newly formed American Studies Association was held Dec. 27, at the Hotel Statler, Detroit. Topic: "Fresh Fields for Research in American Civilization." Participants: Bernard Duffy, Michigan State, "Literature and Society"; Calvin Brown, U. of Georgia, "Literature and Music;" Roy H. Pearce, Ohio State, "Literature and History"; Discussion leader: R. B. Nye, Michigan State. Carl Bode, U. of Maryland, president of the ASA, gave a report on the association's aims and activities.

Alternative Openings for College English Teachers

(1). Teaching English as a Second Language

One of our Washington interviews has been with Kenneth Crofts, of the State Department. His job is to develop programs involving teaching of English to foreigners. This is his statement for *The CEA Critic*: It is very important to urge teachers—and students, especially—in English to pick up, through summer sessions work for example, a course or two in teaching English as a foreign language. They thus widen their professional possibilities. This is useful even though they do not specialize in teaching English as a second language. At present, people in Romance languages are being taken for this sort of work. Here is a very important thing to note. No one is ever sent out into this sort of work who hasn't had teaching experience. For this sort of thing it doesn't have to be past full-time teaching experience. It could be teaching experience in connection with part - time work along with graduate study for a Master's degree. Or it could be apprentice teaching. For example, at Indiana, I myself studied for an advanced degree and taught two classes in Spanish. Any teaching experience would help: teaching elementary English, teaching high school English. It is hard enough for experienced teachers to work into the new problems successfully. They have a hard enough time to adjust themselves to the new channels. Without any teaching experience at all, their success becomes very, very doubtful.

Another of our Washington interviews has been with Mortimer Graves, Administrative Secretary, American Council of Learned Societies. A sequel is a letter in which he writes: "It seems to me that there should be some teachers of English—displaced, about to be displaced, or in danger of displacement—who might be interested in looking into this linguistic business. For one thing, there are numerous posts in teaching English abroad which cannot be filled. On the other hand there will be both at Indiana and Michigan special work in "applied linguistics," applied especially to the teaching of English as a second language. Any English teacher with a session of this kind in his background should be more eligible for a post of the character I have indicated than one who had not had that experience What can be done to call this opportunity to the attention of your clientele?"

Our first and immediate response to this question is to run the following notice:

The Linguistic Institute, under the joint auspices of Indiana University and the Linguistic Society of America, will be held at Indiana University, Bloomington, Indiana, June 18 to August 15, 1952. Elementary and advanced courses in linguistics will be offered by distinguished scholars from many American univerities, as well as from abroad. Special conferences will include a fortnight's conference of anthropologists and linguists (under the joint sponsorship of Indiana University and the Wenner-Green Foundation for Anthropological Research), July 21-31; the summer meeting of the Linguistic Society of America, Aug. 1-2. Weekly forum lectures will bring additional linguists to t campus for special talks.

An intensive course in Appli Linguistics is being planned f those who seek government or la guage teaching careers. It is a ticipated that special fellowshi will be available from the Americ Council of Learned Societies.

Graduate and undergraduate st dents without fellowships are a mitted to the Linguistic Institu upon payment of the regular sum mer session fees, namely $5.00 semester hour for both in-state an out-of-state students. No fees ar required of visitors to the Insti tute who hold the Ph. D. degre Applications for admission to th Linguistic Institute and request for financial aid should be address ed to the Assistant Director, Thom as A. Sebeok, Indiana University Bloomington, Indiana.

(2.) Teaching English in th Secondary Schools and Junior Col leges

Director Theodore Andersson Hall of Graduate Studies, Yal University, announces the program in the division of general studies providing liberal and professiona training for a teaching career i secondary schools and junior col leges. A joint venture by the de partments of Arts, Sciences, and Education, a five-year program is being developed including a four-year B.A. degree with a major in the student's proposed field o teaching as well as basic courses in Education and followed by a fifth year leading to the M.A. degree. Qualified men and women, graduates of colleges of liberal arts or scientific schools, may enroll for the fifth year of this program.

Prerequisites: In addition to having adequate under-graduate preparation in the proposed fields of teaching, students must meet the regular requirements for admission to the Graduate School, including the qualifying examination and a reading knowledge of French or German.

Scholarships of $450 to $1,000 are available for deserving students. Application for scholarships must be made before February 15, 1952.

New and needed

A COMPLETE GUIDE TO GOOD WRITING

READINGS FOR FRESHMAN ENGLISH

WRITING GOOD ENGLISH

by Dunbar, Marcett, and McCloskey

D. C. Heath and Company
Boston

The COMPLETE Works of SHAKESPEARE

by Hardin Craig

Includes all the plays, sonnets, and poems of Shakespeare and offers a complete coverage of his life and times.

1340 pages *$6.50 list*

SCOTT, FORESMAN AND COMPANY

Chicago New York Atlanta
Dallas Pasadena San Francisco